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ABSTRACT

This guide offers a complete nutrition curriculum for grades five through eight. Charts are provided for each grade level stating the instructional objectives and learning activities. Suggestions are made for relating the activities with other subjects in the curriculum, such as health, science, mathematics, social studies, art, and language arts. A guide to additional resources includes listings of books, games, audiovisuals, and computer software. Information is given on where these materials may be obtained and how much they cost. (JD)

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Nutrition Education: An Integrated Multidisciplinary Approach

Nutrition Education Curriculum for Georgia Middle Schools, Grades 5-8

Developed by

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Under Contractual Support Provided Through

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PREFACE

The Georgia Department of Education annually receives funding under Public Law 95-166, administered by the United States Department of Agriculture, to develop a state plan for nutrition education in the state of Georgia. The state plan includes many different types of activities for students, teachers, school nutrition personnel, school administrators, parents and the interested public. It focuses primarily on increasing student awareness of the principles of good nutrition and the relationship between proper nutrition and human health.

As part of the state plan, curriculum materials for grades K-12 will be developed to assist school systems in the implementation of a nutrition education program in local schools. Whereas nutrition is a concept most clearly associated with health, much of the material provided in this document will be applicable to health education; however, the primary philosophy regarding nutrition education in Georgia is that nutrition concepts can best be taught if integrated into a wide variety of subject areas and reinforced by activities in the school cafeteria. Therefore, throughout the guides there will be an attempt to make nutrition education a multi-disciplinary field of study.

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Recognition is also given for the valuable contributions made by consultants: Carol Budack, Early Childhood Education Regional Consultant, Georgia Department of Education; Robert Freeman, Chairman, Department of Elementary Education, School of Education, Georgia Southern College; Doris Pearce, Associate Professor of Child and Family Development, Division of Home Economics, Georgia Southern College; and Jeannine Fortner, School Food and Nutrition Supervisor, Screven County Schools, Sylvania, Georgia.

Gratitude is also expressed to the many teachers and school nutrition personnel who have participated in Summer Nutrition Education Training Program workshops and graduate classes who have offered many helpful suggestions and ideas in the preparation of these materials.

The Project Director wishes also to thank Nancy Into, project secretary, for her dedication to the completion of these materials.

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INTRODUCTION

The development of nutrition education curriculum materials for Georgia public schools was guided by four primary goals. These goals have been the motivating force behind many other nutrition education activities conducted for Georgia public schools. Students in grades K-12 will:

(1) Learn practical knowledge of foods and their nutritional value.
(2) Develop a positive attitude toward the consumption of nutritional food.
(3) Develop a suitable pattern of eating whereby the major nutritional problems of school-aged children may be diminished.
(4) Develop consumer and decision-making skills regarding food selection that will promote good personal and family health.

To best accomplish these goals, these curriculum materials have integrated nutrition concepts into a variety of subject matter areas throughout the school curriculum. Three State Department of Education publications were instrumental in the identification of the state department's apparent philosophy of nutrition education in public instruction. The 1980 publication *Essential Skills for Georgia Schools* identifies "Nutrition and Health" as a primary topic of instruction in "Health Education." (See Section VIII.) Additional references to nutrition are given in the "Consumer Health" and "Health Careers" topics of the same section. *Building a Better You, A Guide for Health Education in Georgia Schools, Vol. I and Vol. II* was first published in 1972 and then reprinted in 1980. This document clearly states the value of the nutrition/feeding program in each school:

> "should provide the right kinds of food in the appropriate amounts needed by the child during the school day, it should also provide the laboratory situation for nutrition education that teaches and motivates the child to know and practice good food habits."

A variety of nutrition concepts, learning activities and desirable outcomes for health education instruction were identified for students in grades K-3, 4-6, 7-9 and 10-12. The third publication, *A Resource Handbook for Teaching Nutrition in the Elementary School*, written in 1970 prior to the other publications, provided a list of "thoughtfully selected concepts appropriate for pupils at each level" (Grades 1-2, 3-4 and 5-6). It, too, encouraged the integration of these concepts into the health, science, social studies, math, art, and language arts programs. Another useful section in this publication made suggestions on the use of the school cafeteria as a laboratory and as a learning reinforcement for classroom activities.

The nutrition concepts identified by the White House Conference on Food, Nutrition and Health and the Interagency Committee on Nutrition Education clearly bring into focus the multi-faceted field of nutrition. These concepts should provide some of the basic philosophy behind all nutrition education curriculum planning.

NUTRITION CONCEPTS

I. Nutrition is the process by which food and other substances become you. The food we eat enables us to live, to grow, to keep healthy and well, and to get energy for work and play.

II. Food is made up of certain chemical substances that work together and interact with body chemicals to serve the needs of the body.
   (a) Each nutrient has specific uses in the body.
   (b) For the healthful individual the nutrients needed by the body are usually available through food.
   (c) Many kinds and combinations of food can lead to a well-balanced diet.
   (d) No natural food, by itself, has all the nutrients needed for full growth and health.

III. The way food is handled influences the amount of nutrients in the food, its safety, appearance, taste, and cost; handling means everything that happens to food while it is being grown, processed, stored and prepared for eating.

IV. All persons, throughout life, have need for about the same nutrients, but in varying amounts.
   (a) The amounts needed are influenced by age, sex, size, activity, specific conditions of growth, and state of health, and are altered somewhat by environmental stress.
   (b) Suggestions for kinds and needed amounts of nutrients are made by scientists who continuously revise the suggestions in the light of the findings of new research.
   (c) A daily food guide is helpful in translating the technical information into terms of everyday foods suitable for individuals and families.

V. Food use relates to the cultural, social, economic, and psychological aspects of living as well as to the physiological.
   (a) Food is culturally defined.
   (b) Food selection is an individual act but it is usually influenced by social and cultural sanctions.
   (c) Food can be chosen so as to fulfill physiological needs and at the same time satisfy social, cultural, and psychological wants.
   (d) Attitudes toward food are a culmination of many experiences, past and present.

VI. The nutrients, singly and in combinations of chemical substances simulating natural foods, are available in the market; these may vary widely in the usefulness, safety of use, and economy.

VII. Foods play an important role in the physical and psychological health of a society or a nation just as they do for the individual and the family.
   (a) The maintenance of good nutrition for the larger units of society involves many matters of public concern.
   (b) Nutrition knowledge and social consciousness enable citizens to participate in the adoption of public policy affecting the nutrition of people around the world.

More specific nutrition education objectives have been suggested and utilized in previous Nutrition Education and Training Program materials. These objectives have been given only as guides to school personnel in order to begin the process of curriculum planning. These suggested objectives have been utilized in three series of summer training workshops in 1980, 1982 and 1983 which were administered by Georgia Southern College. These objectives are grouped into five developmental levels of learning. For this curriculum project, selected objectives from Levels I, II, and III will be used in the K-4 guide; selected objectives in Level IV will be used in the guide for grades 5-8; Level V objectives will be utilized in the grade 9-12 guide.

Suggested Objectives for Nutrition Education
Georgia NET Summer Program

Grades K-4:

LEVEL I: Early Intuitive Pre-operational

The student will:

1. Name the foods he/she has eaten at each meal during the day.
2. Identify the sources of food in his/her diet.
3. Interpret sensory cues that influence his/her food choices.
4. Assess the relationship between food and growth.
5. Analyze factors which make eating an enjoyable experience.
6. Identify a variety of foods through the use of the senses.
7. Demonstrate an understanding of personal hygiene at mealtime.
8. Prepare and taste a variety of unfamiliar foods.

LEVEL II: Late Intuitive Pre-operational

The student will:

1. Name the major food groups.
2. Classify foods into the major food groups.
3. Identify foods that provide nutritious meals for each day.
4. Analyze factors which influence food choices.
5. Plan ways to help with family shopping and the preparation of meals.
6. Categorize foods made from the same product.
7. Cite examples of food processing and distribution systems.
8. Describe food storage facilities in the home and community.

LEVEL III: Early Concrete Operational

The student will:

1. Categorize foods into the major food groups.
2. Describe how nutrients affect physical (growth and appearance) and mental health.
3. Evaluate personal diet in relation to the major food groups.
4. Plan menus for various occasions at home and at school.
5. Identify foods that could be considered good between-meal snacks.
6. Evaluate the importance of snacks in relation to his/her total nutrient needs.
7. Describe types of food service facilities.
8. Analyze selected menus from a food service facility in relation to the major food groups.

Grades 5-8:

LEVEL IV: Late Concrete and Early Formal Operational

The student will:

1. Describe the functions of carbohydrates, fat, protein, vitamins, minerals and water.
2. Analyze the carbohydrate, fat, protein and water content of the most frequently consumed foods in his/her diet.
3. Identify the major nutrients contributed by each of the major food groups.
4. Describe the relationship between a balanced intake of nutrients and proper functioning of the body and good health.
5. Evaluate selected nutritious snacks according to the nutrients they contribute to the diet.
6. Acknowledge how habits and circumstances affect mealtime enjoyment and nutrient utilization.
7. Explain those factors which contribute to the loss of nutrients in foods.
8. Cite changes in nutrient needs during each stage of the life cycle.
9. Examine food habits and roles of foods of various cultures and regions in the U.S.
10. Compare for other people of the world the availability of nutrients from food.
11. Analyze factors which contribute to food waste.
12. Cite ways individuals and society can decrease the waste of food in the U.S.

Grades 9-12:

LEVEL V: Late Formal Operational

The objectives listed under the General category are the most critical and should be integrated into a variety of subject matter areas. Additional objectives are given for several subject matter areas.

The student will:

GENERAL

1. Describe the functions of each vitamin and each essential mineral.
2. Identify food sources of the major nutrients.
3. Identify and apply understandings of the Recommended Daily Dietary Allowances (RDAs).
4. Assess the nutritive value of food eaten away from home.
5. Compare the relationship between diet and susceptibility to disease.
6. Interpret the overall physiological need for energy.
7. Distinguish relationships between food intake, energy output, weight gain.
8. Examine the reasons for variety in food intake.
9. Assess the importance of a balanced diet, reduced calorie intake and fad diets in relation to weight loss.

HEALTH

1. Describe the functions of each vitamin and each essential mineral.
2. Identify food sources of the major nutrients.
3. Identify and apply understandings of the Recommended Daily Dietary Allowances.
4. Evaluate a variety of school lunch meal patterns relating these to the Basic Four and RDAs.
5. Assess the nutritive value of food eaten away from home.
6. Explain the process of digestion.
7. Compare the relationship between diet and susceptibility to disease.
8. Relate physical fitness to nutrition and eating habits.
9. Interpret the overall physiological need for energy.
10. Distinguish relationships between food intake, energy output, weight gain, weight loss.
11. Examine the reasons for variety in food intake.
12. Assess the importance of a balanced diet, reduced calorie intake and fad diets in relation to weight loss.
13. Identify reliable sources of nutrition information.
14. Develop a nutritionally balanced diet for persons in low, middle and high income groups.
15. Interpret the nutritive value of a food item utilizing nutritional labeling.
16. Relate the purchasing of, caring for and preparation of food to its aesthetic acceptability and nutritional quality.
17. Identify new developments in food sources.

SCIENCE

1. Describe the functions of each vitamin and each essential mineral.
2. Identify food sources of the major nutrients.
3. Evaluate a variety of school lunch meal patterns relating these to the Basic Four and RDAs.
4. Explain the process of digestion.
5. Compare the relationship between diet and susceptibility to disease.
6. Interpret the overall physiological need for energy.
7. Distinguish relationships between food intake, energy output, weight gain, weight loss.
8. Examine the reasons for variety in food intake.
9. Assess the importance of a balanced diet, reduced calorie intake and fad diets in relation to weight loss.
10. Identify reliable sources of nutrition information.
11. Interpret the nutritive value of a food item utilizing nutritional labeling.
12. Summarize the role of food additives in today's foods.
13. Identify new developments in food sources.

MATH

1. Evaluate a variety of school lunch meal patterns relating them to Basic Four and RDAs.
2. Identify and apply understandings of the Recommended Daily Dietary Allowances.
3. Assess the nutritive value of food eaten away from home.

4. Develop a nutritionally balanced diet for persons in low, middle and high income groups.
5. Interpret the nutritive value of a good item utilizing nutritional labeling.

SOCIAL STUDIES

1. Develop a nutritionally balanced diet for persons in low, middle and high income groups.
2. Analyze influences of food choices and reasons for changes in food choices.
3. Compare changes in American lifestyle to changes in food consumption.
4. Determine how climate and regional differences relate to food consumption.

LANGUAGE ARTS

1. Describe the functions of each vitamin and each essential mineral.
2. Identify reliable sources of nutrition information.
3. Summarize the role of food additives in today's foods.
4. Analyze influences on food choices and reasons for changes in food choices.
5. Compare changes in American lifestyles to changes in food consumption.
6. Analyze food advertisements.

GRADE: 5

Instructional Objectives	Learning Activities	Resources	Related Subject	Evaluation
I. The student will identify the major food groups, food items which belong to each group and the recommended number and size of servings appropriate for the age group.	1. Show the film "What's Good to Eat?" to introduce the concepts of nutrients and to review the four major food groups.	*NET Resource Guide*, Grades 5-8, Audiovisuals	Health	Given a list of commonly consumed food items, the student will classify 90% of them correctly into the major food groups.
	2. Show the filmstrip "Watch Your Mouth" to review the importance of a balanced diet.	American Dental Association		
	3. Display the poster "A Guide to Good Eating." Supply miniature reproductions of the poster to each student.	*NET Resource Guide*, Grades 5-8, Visuals		
	4. Use Dairy Council food models to practice classifying foods in the correct food group. Give each student 10-12 models, have them classify them into groups. Allow the students to check each other. This activity can also be designed for use with teams.	*NET Resource Guide*, Grades 5-8, Visuals		
	5. Play "Beat the Clock—Food Group Mix-Up." Assemble two flannel boards divided into the four major food groups. Using food models, place 4 or 5 pictures in each section. Divide the class into teams. Each team will have a turn at rearranging the models in their appropriate groups in a specified time such as 30 seconds. Scores are accumulated by the number of seconds not used to complete the activity. Points can be deducted for foods incorrectly classified. Repeat the game so each student has an opportunity to play. See page 19A in *Youth Activities*.	*NET Resource Guide*, Grades 5-8, Activity Books/ Kits; Leader's Guide Handbook of Youth Activities, Georgia Cocperative Extension Service.		

	6. Select some appropriate song jingle or rhyme which emphasizes the importance of the major food groups.		Music Language Arts	
	7. Have students write original poems, riddles or rhymes about food groups.		Language Music	
	8. Complete the "Count a Meal" wheel worksheet. See page 54 in *Youth Activities*.	*NET Resource Guide*, Activity Books/Kit. *Youth Activities*.	Health Math	
	9. Keep a 24-hour dietary record of all foods and drinks consumed. Evaluate the daily intake by classifying all foods into the five groups (USDA).			The student will list the name of the food groups in which he does not consume the correct number or size servings. The student will list five suggestions to improve his dietary habits.
	10. Using the Dairy Council food models or pictures of foods, have small groups of students plan a day's food intake following the recommended number and size servings of foods from the major food groups appropriate for their age and sex. Evaluate the variety of each day's intake using a food selection scorecard.	*NET Resource Guide*, Grades 5-8, Visuals. Attached in materials section.	Health	The student will write one day's menus including snacks which consist of the correct number and size servings of foods from each of the major food groups appropriate for the average fifth grade student.
II. The student will identify the importance of breakfast in the mental and physical performance.	1. Have student role-play a car running out of gas. Follow with a pantomime of a person running out of energy due to no breakfast.			
	2. Utilize Lesson #5 "Breaking the Fast." Identify students' feeling about breakfast with the value rating activity described in the teacher's guide materials. View the video program and conduct the decision-making problem given in the teacher's guide.	"Soup to Nuts" *NET Resource Guide*, Grades 5-8, Audiovisuals		The student will list two beneficial reasons for eating a nutritious breakfast.

identify common reasons given for skipping breakfast and will offer possible solutions.	3. Show "Why Doesn't Cathy Eat Breakfast?" The 4-minute trigger film is open-ended.	Free loan Georgia School Food Service Division, State Department of Education		The student will list three personal tips to help insure their own breakfast eating habits.
	4. Show the film "Eating on the Run" to help students identify possible ways in solving their poor breakfast eating habits.	*NET Resource Guide*, Grades 5-8, Audiovisuals		
	5. Brainstorm the number of different reasons why people do not eat breakfast. Divide the class into groups to develop a list of possible solutions to each reason. Equip each group with newsprint and markers to list their suggestions. Share all ideas with the class.			
	6. Have students write three interesting breakfast menus that fit their own morning schedules and personal tastes.			
	7. Have students look for interesting recipes for breakfast foods. Share these with the class. Compile a cookbook. In cooperation with the school food service manager, prepare one or two of the most interesting recipes to taste.			
III. The student will				
recognize the importance of snacks in contributing to meeting the nutritional needs during periods of growth and adolescence.	1. Show the trigger film "Why Not Snack?" Utilize teacher's guide materials to explore the pros and cons of snacking. Brainstorm for ideas why people snack.	Free loan Georgia School Food Service Division, State Dept. of Education	Health	The student will list the situations in which snacking is desirable. The student will list 3 health problems to which poor snack selection may contribute.
	2. Use Lesson #3 "A Little Bit of Everything." The teacher's guide to "Soup to Nuts" provides a wide variety of supplemental acvities.	"Soup to Nuts" *NET Resource Guide*, Grades 5-8, Audiovisuals		The student will correctly identify the 6 classes of nutrients. The student will select snacks which supply nutrients as well as energy to the daily intake.

3. Using the food models or food labels, have student identify the number of kilocalories provided by one serving of each of their favorite snack foods. Have the students compare the kilocaloric levels and arrange the foods along a vertical wall chart labeled "Snacks Provide Calories" from the foods with the lowest caloric value to the highest caloric value. Use some removable adhesive to arrange food models along the continuum. Write the caloric value on the continuum line.	Food Models: See *NET Resource Guide*, Grades 5-8, Visuals	Health Math	The students will identify five nutritional low-caloric snacks.
4. From the continuum activity, have each student select the snacks they might eat in one day. Have them add the individual calories in a total snack caloric value. Remind them that one lb. of body fat represents 3500 extra calories.			
5. Use the computer program "Snackmasters" to reinforce the caloric value of foods in relation to its nutritional contribution in the diet.	*NET Resource Guide*, Computer Assisted Learning Aids	Math Health	The student will continue to make snack decisions until the ten selections equal less than 1000-1200 kcal thus earning the rank of Snackmaster of the Highest Order or Snackmaster First Class.
6. Have the teacher, school nurse, a dental hygienist or dentist briefly explain the process of tooth decay emphasizing the role of sticky sugar-containing foods. Using the snack continuum prepared earlier based on caloric values, have students identify those which are orally hazardous. Draw a red line through these on the continuum.		Health	The student will identify five snacks which are orally safe (non-sticky).

IV. The student will identify the major part of the digestive system and briefly explain its significance to nutrition and good health.	1. Show filmstrip "All Systems Go!" in *Your Body for Life* which presents an overview of the various systems of the body. 2. Use Activity #3 "Follow the Food's Path" of "All Systems Go" package in the *Your Body for Life*. A worksheet is included which requires the parts of the system to be identified. 3. Use Activity #4 "Food from Top to Toe" of the "All Systems Go" *Your Body for Life* which discusses the roles of all body systems in the process of nourishing the body. Activity worksheet, puzzle and additional activities are given.	*NET Resource Guide*, Grades 5-8, Audiovisuals	Health Science	The student will role play the process of digestion. Have some student volunteer to play the various parts of the digestive system. As the "mouth" is given a picture of food, it describes its chief digestive function and then passes it along to the next part. This process continues until the food has been completely digested. Worksheets in the *Your Body for Life* kit are very suitable for post-assessment.
V. The student will list factors which influence their own food preference.	1. Use *Food . . . Your Choice*, Level 3, Unit One, Activities 1 and 2 to help students identify key factors which influence their eating habits. 2. Have the class summarize the individual lists of influential factors into one fairly comprehensive list. Have the students individually rank the items from most to least influential. Compare the class results. Try to gain class consensus on a ranking of the factors.	*NET Resource Guide*, Grades 5-8, Activity Books/ Kits	Social Studies Health Language Arts	The student will name the three most influential factors which contribute to his own food choices.
VI. The student will recognize the influence which other cultures have had on the eating habits in the U.S.	1. Use *Food . . . Your Choice*, Level 2, Unit Three: "Food Lifestyles" to identify the major factors which have contributed to the food patterns of the U.S.	*NET Resource Guide*, Grades 5-8, Activity Books/ Kits	Social Studies Language Arts	The student will identify the cultural origin of some commonly consumed food items in their daily diets.

The five student worksheets consist of written texts on five topics followed by questions or class activities to complement the readings. Topics include (1) The American Food Mosaic; (2) Enjoying Cultural Food; (3) More Food from Other Lands; (4) America's Farmland Mosaic and (5) Foods We Have Made Our Own.			
2. Study the impact various cultures have on eating habits in the U.S. *Food . . . Your Choice*, Level 3, Unit II, Activity 2, discusses "Our Cultural Food Heritage."			
3. Using food and/or home magazines, have students cut pictures of foods that represent a variety of cultural groups. Make collages of each cultural group.	Magazines		The students will identify the cultural groups which have an impact on the eating habits of the U.S. through the magazine media.
4. Brainstorm with the students to identify persons or families in the community who may represent various cultural groups. Ask students to interview the family to discover interesting food habits or invite several representatives of other cultural groups to class to share their food habits with the students.		Social Studies	The students will identify at least two cultural groups in their community which seem to exert the greatest influence upon the community.
5. If available, arrange a class field trip to a restaurant which serves foods of another culture. Arrange with restaurant manager for students to taste some unfamiliar food item.		Social Studies	The student will write a brief paragraph describing the most interesting observation they made while in the restaurant.
6. Have students write letters to restaurants in larger cities which specialize in foreign cuisines requesting sample menus. Make menus available for students to		Social Studies Language Arts Dramatics	The student will be able to match the names of commonly served foreign dishes to the countries they represent.

	examine. Have practice vocabulary lessons on correct pronunciation of menu items and what the items are. Role play the ordering of lunch or dinner from a variety of menus.			
	7. Make available to students a variety of cultural cookbooks. Allow students to select recipes of items they wish to prepare and taste. Coordinate this activity with the school food service manager.	*NET Resource Guide*, Grades 5-8, Books	Social Studies Language Arts Mathematics— (if recipes are examined and prepared)	
	8. Develop a worksheet to record personal taste preference response to each food. Rate each item as delicious, so-so, bad, yuk.			The student will identify five new foods from another less familiar cultural group.
VII. The student will				
identify the major world food commodities and the countries which are the leading producers.	1. Construct on a large bulletin board a world map. Have the students list the leading food commodities. Divide the students into groups to investigate the chief world producers of each commodity. Draw small pictures of each food commodity and place them in the area of the world which produces these foods. Report the findings to the class. Each group should write a short paper on the commodity and its food value in the diet.	*What's to Eat?* 1979 USDA Yearbook of Agriculture, "Food Around the World"	Social Studies Language	The student will name five leading food commodities essential for good health The student will list at least two world producers of each of the 5 commodities.
define the terms "hunger" and "malnutrition." identify the parts of the world where malnutrition is a severe problem.	2. Plan the unit of study during the month of October on World Food Day.	1979 Yearbook of Agriculture "Hungry People" pp. 116-119		
identify the states within the United States which are the chief producers of major food items in our diets.	3. Read the chapter "What's to Eat?: How Food Gets from the Farm to Your Table." Identify the states which are the chief producers of the food items given. Post small	1979 Yearbook of Agriculture USDA pp. 22-51	Social Studies	The student will be able to match the leading food commodities produced in the U.S. with the state(s) which is the major producer.

		food pictures on a U.S. map on these states. Utilizing library resources, expand this information to include a wider variety of food products. Trace a food through the processes from farm to table.			
VIII. The student will					
	identify the major food products produced in the State of Georgia and the major producing region in the State.	1. Have the class formulate a letter requesting vital agricultural production statistics from the Georgia Department of Agriculture.	State of Georgia Department of Agriculture, Agriculture Bldg. Room 204 Atlanta, GA Thomas T. Irvin, Commissioner 404/656-3600	Science Social Studies	The student will name five food commodities which are produced for market in Georgia and will identify the region of the state most likely to produce each.
		2. Ask an agricultural specialist from the Georgia Cooperative Extension Service to visit the class to discuss the role of agriculture in the state's economy. 3. Using an enlarged Georgia map, have students indicate the areas in the state which produce various food commodities for market. 4. If available and seasons permit, visit a state farmers' market and discuss how the market operates.	See addresses for state food commodity commissions, *NET Resource Guide*.		

SUPPORTING MATERIALS

FOOD SELECTION SCORECARD

Food Group and Recommended Intake	Score	Menu Item (Specify food and amount)
FRUITS & VEGETABLES—4 or more servings (1/2 cooked edible portion or 3-4 oz., 100 g. raw): at least one raw daily		
One serving Vitamin A-rich dark green or deep orange fruit or vegetable (any food with more than your RDA) = 10 points (no more than 10 points allowed)		
One serving Vitamin C-rich fruit or vegetable (any food with more than your RDA) = 10 points (no more than 10 points allowed)		
Other fruits and vegetables, including potatoes = 2.5 each		
Subtotal (no more than 25 points allowed)		
BREADS & CEREALS—4 or more servings of whole-grain or "enriched" (1 oz. dry-weight cereal or 1-oz. slice bread or equivalent grain product)		
One serving cereal or 2 bread equivalents = 10 points (no more than 10 points allowed)		
Other bread equivalents = 5 points each		
Subtotal (no more than 25 points allowed)		
MILK & MILK PRODUCTS—2 or more servings (8 oz. fluid milk; calcium equivalents are 1 1/3 oz. hard cheese, 1 1/3 c. cottage cheese, 1 pint ice milk or ice cream)		
One serving = 12.5 points		
Subtotal (no more than 25 points allowed)		
MEAT & MEAT SUBSTITUTES—2 or more servings (2-3 oz. cooked lean meat, fish, poultry; protein equivalents are 2 eggs, 2 oz. hard cheese, 1/2 c. cottage cheese, 1 c. cooked legumes, 4 tbsp. peanut butter, 1 oz. nuts or sunflower seeds); count cheese either in milk group or in meat group, not both.		
One serving = 12.5 points		
Subtotal (no more than 25 points allowed)		
GRAND TOTAL (no more than 100 points)		

Taken from: Whitney, Eleanor & Hamilton, Meg, *Understanding Nutrition*, Boston, MA: West Publishing Co., 1981. p. 492

GRADE: 6

Instructional Objectives	Learning Activities	Resources	Related Subject	Evaluation
I. The student will				
identify the major classes of nutrients and the chief function of each.	1. Read aloud in class (for overnight assignment) 6 Activity Worksheets of *Food . . . Your Choice*, Level 3, Unit 1, Activity 4. Nutrients are defined, the major classes with chief function are given.	*NET Resource Guide*, Grades 5-8, Activity Books/ Kits	Health Science	The student will name the 6 classes of nutrients. Match these to the three physiological functions of food. (Activity 5: "Good Food Has What It Takes," *Growing Up Healthy*.
II. The student will				
identify the presence of nutrients in foods.	1. Analyze food samples for the presence of protein, fat, starch, sugar, minerals, and water.	*Soup to Nuts*, Lesson #3, Teacher's Guide Materials, *NET Resource Guide*, Grades 5-8, Audiovisuals, *Food . . . Your Choice*, Level 3, Unit I, Activity 10, *NET Resource Guide*, Grades 5-8, Activity Books/ Kits	Science	The student will name foods which contain each of the major food components.
III. The student will				
identify the need of the body for energy and the classes of nutrients which provide energy.	1. Define energy. List body functions and activities which require energy.		Health	The student will define the term "energy."
	2. Show the film "Food, Energy and You." It develops well the concept that energy for the body comes from the food we eat and ultimately from the sun. It discusses the principles of energy balance in weight control.	*NET Resource Guide*, Grades 5-8, Audiovisuals	Health Science	The student will name the three major classes of nutrients which provide energy.
	3. Using "Your Handy Nutrition Reference Chart IV," plot on a graph the average caloric needs of the various age groups. Write at least 3 summary statements about what the graph depicts.	*Growing Up Healthy*, GA Dept. of Education, *NET Resource Guide*, Grades 5-8, Activity Books/Kits	Health	The student will identify the average recommended caloric level for the appropriate age and sex. The student will list 3 factors which contribute to energy changes throughout the life cycle.

IV. The student will

learn to use label information for judging the nutritional value of foods.	1. Have students bring to class two snack food or cereal labels which provide nutrition information. Choose one label to study in detail. Ask the following questions: 1. What is the brand name of the product? 2. What food is it? 3. How much is in the package? 4. Who is responsible for the product? Is there an address? 5. Is there a list of ingredients? 6. Is nutritional information given? 7. Are there dates on the package? What do they mean? 8. Is there a Universal Product symbol? 9. Are there recipes or preparation/serving suggestions? 10. Is other information given? List. 2. Categorize information given on the label into 3 types: (a) Mandatory by law for all food products (b) Mandatory under certain conditions; (c) Useful but not required. Discuss in which category nutrition comes. 3. Show the slide/cassette program "Label It Nutrition." A student workbook and leader's guide are included in this program. *Food . . . Your Choice*, Level 3, Unit I, Activity 7, also provides information on the use of nutrition labeling.	*NET Resource Guide*, Grades 5-8, Audiovisuals *NET Resource Guide*, Grades 5-8, Activity Books/Kits	Health Language Arts Math	The student will design a label for a new food product. The label will be judged on creativity, eye appeal, accuracy of information and conformation to legal requirements.

4. Study a label which provides a nutrition information panel. Answer the following questions:
   (1) What is the serving size?
   (2) How many servings are contained in this package?
   (3) How many calories are provided by one serving of this food?
   (4) How many grams of protein?
   (5) What % of the USRDA are provided for
      (a) protein _____
      (b) Vitamin A _____
      (c) calcium _____
      (d) iron _____
   (6) How much of this product would you need to eat to provide 100% of your protein meals? _____

Using the labels each student brought to class, construct 8 nutrient collages of the foods which provide the greatest amount of each of the eight leader nutrients.

Given food labels to inspect, choose the product which provides the greatest amount of each of the leader nutrients.

V. The student will

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identify the role of advertising on consumer food choices.

1. Show Program Nine "Shopping Sense: Self-Defense" of the *Soup to Nuts* series. Discuss the variety of advertising techniques used to influence consumer decisions.
2. View three food commercials given on TV. Record the following information about each commercial. Share with the class:
   (1) Time (day & time)
   (2) Product name
   (3) Who is selling it?
   (4) To whom is the advertisement directed (audience)?
   (5) Who are the characters in the commercial?
   (6) Is there music? What kind?
   (7) Is there a repetitive slogan or jingle?
   (8) Are nutritional or health claims made? List them.
   (9) Would you like to try this product? Why?

NET Resource Guide, Grades 5-8, Audiovisuals

Language Arts
Social Studies

The student will list five common reasons advertisers use to encourage the purchase of their products.

The students will, as a class, develop a TV commercial to promote a nutritious snack product. Students will role play the 60-second production.

	3. Choose three food advertisements from magazines or newspapers. Identify the major selling point of each ad. *Food . . . Your Choice,* Level 3, Unit 1, Activity 3 provides a worksheet for analyzing advertising appeals. Activity 14 of the same unit provides guideline for developing a publicity campaign utilizing the same technique as advertisers use.	*NET Resource Guide,* Grades 5-8, Activity Books/ Kits Newspapers Magazines		The student will design a one-page, 8½ × 11 magazine ad for the same snack product as the TV commercial. Post on the bulletin board.
VI. The student will				
describe the specific digestive processes which occur in the mouth, stomach, and intestines.	1. Show an appropriate film on the mechanical and chemical processes of digestion such as "Food for Cells," *Food Becomes You.* Worksheets included.	*NET Resource Guide,* Grades 5-8, Audiovisuals	Science Health	The student will name all parts of the digestive system and which major digestive function occurs in each.
	2. Use the Activity 5 worksheets "The Human Fuel System" of the *Food . . . Your Choice,"* Level 3, Unit I. Practice the correct pronunciation of the terms.	*NET Resource Guide,* Grades 5-8, Activity Books/ Kits	Science Language Arts Health	
	3. Conduct a saliva test for the presence of sugar and starch.		Science	
	4. Conduct experiment for starch digestion in the mouth by chewing a dry cracker until the sweetness of sugar is detected. Point out both the mechanical and chemical processes of digestion.			
	5. Conduct an experiment on the chemical digestion of protein and of lipids.			

GRADE: 7

Instructional Objectives	Learning Activities	Resources	Related Subject	Evaluation
I. The student will demonstrate an understanding of the importance of a balanced diet in the physical growth and emotional development of an individual.	1. Display the "Guide to Good Eating" poster. Review the nutrients provided in the greatest quantity in each food group. Complete the "Nutrients for Health" Chart (Activity 6) *Food . . . Your Choice*, Level 3, Unit II.	*NET Resource Guide*, Grades 5-8, Visuals. *NET Resource Guide*, Grades 5-8, Activity Books/ Kits	Health	The student will name the major nutrients provided by each of the major food groups.
	2. Show the film "How a Hamburger Turns into You." Discuss the need for protein during growth.	*NET Resource Guide*, Grades 5-8, Audiovisuals	Health Science	
	3. Graph or diagram the quantity (gm) of protein needed throughout life. Identify the periods of growth. How are these related to protein needs? Similar graphs could also be constructed for calcium, iron, vitamin C and the B-vitamins.	Nutrition Textbook *NET Resource Guide*	Science Mathematics Health	
	4. Show the film "Vitamins from Food."	*NET Resource Guide*, Grades 5-8, Audiovisuals	Social Studies Health	The student will list the Recommended Dietary Allowances for each of the key nutrients recommended for his/her age/sex.
	5. Divide the class into groups to read and prepare dramas for each of the stories in the booklet "The Great Vitamin Mystery."	*NET Resource Guide*, Grades 5-8, Books	Social Studies Health	
	6. Select a vitamin or mineral to research the effects of a nutritional deficiency. Write a one page summary.			

II. The student will demonstrate an understanding of the concept of energy balance.	1. Use Lesson Four "The Balancing Act" calorie and energy needs of the *Soup to Nuts* series.	*NET Resource Guide*, Grades 5-8, Audiovisuals	Health Science	The student will identify the recommended calorie intake for his/her age and sex.
	2. Identify personal eating habits which reflect your attitude about calories. Use the worksheet "Where Do You Stand?" in the Food for Energy portion of *Food Becomes You*.	*NET Resource Guide*, Grades 5-8, Audiovisuals	Health	The student will list three factors which may cause you to overeat in certain situations.
	3. Show the "Food for Energy" filmstrip, *Food Becomes You* or the film *Food, Energy and You*.	*NET Resource Guide*, Grades 5-8, Audiovisuals	Science Health	The student will trace the pathway by which foods can be changed into energy.
	4. Record a 24-hour list of all foods consumed. Using food composition tables or specially designed computer programs, calculate the total caloric value of a day's intake. Compare to the RDA.	Food Composition Tables, *NET Resource Guide*, Grades 5-8, Books—Pennington's *Bowes and Church's Food Values of Portions Commonly Used* Food Facts—*NET Resource Guide*, Grades 5-8, Computer Software	Health Mathematics	The student will compare the relationship between his/her personal calorie intake and the recommended caloric level.
III. The student will demonstrate an understanding of the physical, social, emotional, and cultural factors which influence personal food choices.	1. Utilize decision-making skills in determining food choices. Lessons One "There's No Magic" and Two "Chews for Yourself," *Soup to Nuts* discusses factors which influence food choices. Additional activities are discussed in the Teacher's Guide Materials.	*NET Resource Guide*, Grades 5-8, Audiovisuals	Health Social Studies Art	The student will construct a poster using magazine pictures or artwork which makes a personal statement about the factors which influence your own eating habits.
	2. Clarify your own personal food values. Activities provide in *Food . . . Your Choice*, Level 3, Unit II, Activity 1, gives ample deductions for value identification. Activity One worksheet "What Do You Think?" should stimulate greater interest in the impact culture has upon food patterns.	*NET Resource Guide*, Grades 5-8, Activity Books/ Kits	Health Social Studies	

	3. Show filmstrip "Why People Eat What They Do?" This filmstrip presents an overview of the factors which contribute to food habit development.	*NET Resource Guide*, Grades 5-8, Audiovisuals		
IV. The student will				
recognize the impact which other people and cultures have on food habit development.	1. List the names of significant people. Do these people influence your food habits? How?	*Food . . . Your Choice*, Level 3, Unit II, Activity 2. *NET Resource Guide*, Grades 5-8, Activity Books/ Kits	Social Studies Health Language Arts	The student will name three cultural groups which have influenced their personal eating habits.
	2 a. Construct a family tree consisting of grandparents and parents. Identify countries from which ancestors may have emigrated. Choose one culture to study in depth, particularly the characteristic foods and food patterns. b. Write a term paper discussing this country, its people and their characteristic food habits. c. Plan a menu characteristic of the cultural group studied. Can you classify all the foods into the food groups recommended by the U.S.D.A.? d. Share the investigative report with the class. If possible, prepare one food item to taste.			
V. The student will				
identify and explain factors which contribute to food handling safety and protection of nutrients.	1. Conduct experiments described in Part A, Activity 7, "Fathoming Food Handling," *Food . . . Your Choice*, Level 3, Unit II to observe the effects various food handling methods have on food. Record observations on worksheets. Complete Activity Worksheet 7B, "Food Handling Detective Story."	*NET Resource Guide*, Grades 5-8, Activity Books/ Kits	Science	The student will list five desirable food handling practices which help to protect the nutritive value of foods.

2. Conduct the "mock" grocery store visit where damaged food items are found. Identify problems which will occur if these damaged products are used. (Activity is described in more detail in Part B, Activity 7, *Food . . . Your Choice*.	*NET Resource Guide*, Grades 5-8, Activity Books/ Kits	
3. Locate address of the regional Food and Drug Administration. Write a letter requesting materials regarding proper food handling.	*NET Resource Guide*, Addresses	Science Language Arts
4. Show a film or filmstrip on the proper care of handling of foods. Request list from FDA or use Tupperware's *Keeping Foods Fit* series.	*NET Resource Guide*, Grades 5-8, Audiovisuals	Science
5. Invite a sanitation director from local county health department to discuss the responsibilities of the health department to maintaining food safety.		

GRADE: 8

Instructional Objectives	Learning Activities	Resources	Related Subject	Evaluation
I. The student will				
recognize the relationship of nutrition to the physical, social and emotional development of the teenager.	1. List the physiological changes that occur during adolescence.	"A Healthier You," Part III *Nutrition for Teenagers Only; NET Resource Guide;* Grades 5-8, Audiovisuals	Health Science	The student will identify personal nutritional concerns and write a reasonable plan of action.
	2. Identify the nutrients most responsible for meeting the physiological demands.			
	3. Investigate the RDA chart to identify the quantity of nutrients needed during the periods of adolescence. Compare nutritional needs of males and females.			
	4. Conduct a 3-day dietary record. Compare the nutritional content of diet to the RDA.			
	5. Develop a plan of action to work on any nutritional deficiencies or excesses identified.	*Food: Where Nutrition, Politics and Culture Meet* Chapter 3, Activity 3, pp. 46-48. *NET Resource Guide*, Grades 5-8, Activity Books/Kits		
II. The student will				
identify the nutrition related health problems of teenagers.	1. Identify common dietary problems of teenagers, such as meal skipping, snacking, fast foods, weight control. Discuss lifestyle habits which are related to diet.	"You Have Special Needs" Part I, *Nutrition for Teenagers Only*	Health	The student will list five common dietary problems of teenagers.
	2. Conduct a body profile study to develop an awareness of personal body build and to identify obvious health problems.	*Food: Where Nutrition, Politics and Culture Meet*, Chapter 3, Activity Two, pp. 43-45	Health	The student will identify any personal dietary problems. Select one problem and establish a goal and a plan of action for its accomplishment.

	3. Invite a physician, nurse or dietitian to discuss the unique nutritional and health needs of the adolescent. Discuss proper height/weight data and differing rates of growth.	Local personnel	Health Science	Discuss any personal questions about diet and health problems with *physician or dietitian.*
III. The student will				
recognize the relationship between caloric intake and body weight.	1. Identify the major energy demands of the body. Calculate individual caloric needs for basal metabolism and physical activity.	*NET Resource Guide*, Grades 5-8: *Audiovisuals:* Filmstrip/cassette: "Energy Balance—Your Key to Weight Control" #2 series in *Put Nutrition to Work; Watch Your Weight;* or *Shapedown.* *Books:* *Personalized Weight Control; You: A Young Man's Guide to Food, Exercise and Nutrition; You: A Young Woman's Guide to Food, Exercise and Nutrition.* *Games; See NET Resource Guide*	Health Science	
IV. The student will				The student will list high nutrient density snacks.
recognize the significant impact which snacking has on the food habits of the teenager.	1. Display poster "Your Snacks: Chance or Choice?" Brainstorm for the many different kinds of snacks eaten. List the time and situations in which snacks are most likely to be eaten. Using the list of snacks given, classify them into the four categories given on the chart. a. Nutrient-plus foods from the four food groups. b. Look Your Best Foods. c. Low Sugar. d. Go-Go for Energy.	*NET Resource Guide*, Grades 5-8, Visuals. *Nutrition on the Run: Snacks and Fast Foods, NET Resource Guide*, Grades 5-8, Audiovisuals		

These classifications are defined with the Teacher Materials. Can all the snacks listed be included in these classifications? If not, suggest other foods to substitute for the poor nutritive snacks.

2. Play the "Snackmaster" computer game to identify high nutritive, low caloric snacks.

NET Resource Guide, Grades 5-8, Computer Software

3. Using the food models, identify the low-calorie foods present in each of the food groups. Construct a calorie continuum using the food models. What type of foods are high in calories and which are the lowest?

Health

4. Identify the snack items sold in the vending machines. Read the label or find the nutritional content information in food composition book for each item. Evaluate the caloric value and nutritional content. Which items are "junk?"

The student will identify suitable substitutions for the "junk" items sold in the school machines.

5. Design a publicity campaign to inform other students of the poor nutritional value of vending machine items.

Food: Where Nutrition, Politics and Culture Meet, Chapter 3, Activity Eleven, pp. 58-59, *NET Resource Guide*, Grades 5-8, Activity Books/Kits

ACTIVITY BOOKS/KITS

ACTIVITY BOOKS/KITS

BE SIZEWISE—DON'T LOSE YOUR BALANCE poster, six-page foldout. Balance and correct sizewise is the theme of both the poster and the foldout. Weight control is discussed.

American Heart Association
of Washington
4414 Woodland Park Ave., N.
Seattle, WA 98103
$1.50, poster
$3.50/100, foldout

BODYWORKS: A KIDS' GUIDE TO FOOD AND PHYSICAL FITNESS: Bershad, C and D. Bernick. An activity guide designed to coordinate the learning about food and its importance in maintaining physical fitness. Covers lifestyles, how the body works, physical fitness, sources of food, eating habits and nutrition.

Random House, Inc.
New York, NY

ENERGIZE AT SUNRISE/ENERGY 365, Breakfast unit and game, nutrition education unit, teacher's guide, four overhead transparencies, duplicating masters, poster. These units are designed to introduce children to basic breakfast nutrition content.

Kellogg Co.
Nutrition Unit
Box 9113
St. Paul, MN 55191
$2.00

FITNESS FOCUS, duplicating activity masters, overhead transparencies, poster and teacher guide. This unit stresses physical fitness through exercise, rest and good eating habits in order to obtain the very best possible you.

Kellogg Co.
Nutrition Unit
Box 9113
St. Paul, MN 55915
$2.50

FOOD FUNTASTICKS, This material is designed to aid the 9-11 year old disadvantaged youth. Eleven units concerning nutrition related topics are included. A unit on special events and bulletin board ideas are also included.

Cooperative Extension Service
University of Georgia
Publications Department
Athens, GA 30623
$5.00

FOODS AND YOUR HEALTH, Full color transparency-duplicating book including 12 transparencies and 4 duplicating pages showing the relationship between good eating habits and good health.

Milliken Publishing Co.
110 Research Blvd.
St. Louis, MO 63132
$8.95

FOOD: WHERE NUTRITION, POLITICS AND CULTURE MEET, Activity book that gives ideas for students to explore food politics and culture. Includes activities on world hunger and cultural influences on our food habits.

Center for Science in the Public Interest
1755 S Street NW
Washington, D.C. 20009
$4.50

FOOD . . . YOUR CHOICE, Level 3: teacher guide, 38 page spirit master booklet, poster, food models, comparison cards. This unit assists students in nutrition decision making by studying the nutrients in foods and the factors that influence our eating patterns and food choices.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$20.00

ACTIVITY BOOKS/KITS

FOOD . . . YOUR CHOICE, Level 4, HEALTH program overview, activity cards, posters, 8 transparencies, Nutrition Source Book. This unit focuses on appearance, performance and physical fitness in relation to good eating habits.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$35.00

FOOD . . . YOUR CHOICE, Level 4, HOME ECONOMICS, program overview, activity cards, mini-posters, 8 transparencies, comparison cards, Nutrition Source Book. This unit discusses nutrient and energy values of foods, and the variety of factors affecting our food choices. Also discussed is the relationship between food choices and good health.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$35.00

FOOD . . . YOUR CHOICE, Level 4, SOCIAL STUDIES, program overview, activity cards, posters, transparencies, Nutrition Source Book. This unit presents students with a variety of sociological tools for exploring our political, social and economics consequences of food policies.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$35.00

FOOD . . . YOUR CHOICE, Level 4, SCIENCE, program overview, activity cards, posters, transparencies, Nutrition Source Book. This activity-oriented unit uses scientific methodology to probe biology, chemistry and ecology of food.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$35.00

THE GOOD FOOD BOOK, 40 reproducible worksheets, 2 color posters, answer key, resource guide and projects. This book introduces the four food groups and the nutrition content of different foods.

Active Learning Systems
Dept N 13906 Ventura Blvd.
Suite 192
Sherman Oaks, CA 91423
$10.25

IDEAS FOR SCHOOL FOOD MANAGERS: This pamphlet introduces activities that school food and nutrition personnel can carry out to promote interest in and awareness of nutrition education in schools. It gives helpful hints on ways that school and community members can teach youngsters to eat right to stay healthy.

Nutrition Education
Division of Vocational Instruction
Office of Vocational Education
Georgia Department of Education
Atlanta, GA 30334

THE NUTRITION WORKSHOP, workbook activity book, teacher's guide, The Nutrition Workshop is a part of "THE BODY WORKSHOP" series, which also includes "THE ANATOMY WORKSHOP" and "THE EXERCISE WORKSHOP." The Nutrition Workshop teaches the basics of nutrition: the nutrients, calories and food sources.

Education Activities, Inc.
Freeport, NY 11520
$89.00

ACTIVITY BOOKS/KITS

PEANUT BUTTER AND PICKLES, 3 ring looseleaf binder, art activities, cooking booklet. A Nutrition Project for Pint Size People which includes ideas for integrating nutrition into other subject areas, newsletter information for parents and up-to-date information on nutrition.

Humboldt County Office of Education
901 Myrtle Ave.
Eureka, CA 9 501
$49.00
$2.00, sample packet

PENCIL AND PAPER FUN TO TEACH NUTRITION. This booklet contains suggestions for a variety of activities for pencil and paper fun. Spirit masters with answers are included.

Good Ideas Book Company
Box 116
Gillette, NJ 07933
$4.95

PLAQUE CONTROL KIT, contains materials for a class of 35, soft bristle brushes, 70 disclosing tablets, 50 yards of dental floss, pamphlets for parents, Eat-Brush-Floss stickers.

American Dental Association
Order Section CAT 75
211 E. Chicago Ave.
Chicago, IL 60611
$8.00

SHAPEDOWN, workbook and leader's guide. This package focuses on improving our food and exercise habits in order to achieve long-term weight loss and improving self-esteem.

Balboa Publishing
Box 26427
San Francisco, CA 94126
$11.00 each

YOUTH ACTIVITIES, A 3-ring booklet that includes activities integrating nutrition into most subject areas.

Cooperative Extension Service
University of Georgia
Publications Department
Athens, GA 30602
$15.00

AUDIOVISUALS

AMERICAN ETHNIC FOODS SERIES, 1977. Each kit includes two color filmstrips (about 70 frames), two cassettes, teacher guide and scripts (20 pages), seven to eight reproducible masters, wall chart. Six separate kits—on Chinese, German, Italian, Mexican, Native-American, and Soul Foods; cultural food practices, habits, and preparation of ethnic foods.

Butterick Publishing Co.
P.O. Box 1945
Altoona, PA 16603

THE ART OF GETTING KIDS TO EAT, 1977. Color slides (80 frames), cassette, study guide (6 pages). Changing eating habits of young people in today's world; making nutritious foods more appealing.

Chiquita Brands, Inc.
15 Mercedes Drive
Montvale, NJ 07645

DAY MILK WAS TURNED OFF, motion picture, 16mm, teacher's guide. A balanced diet is stressed in this fantasy where all the milk in the United States disappears. Individual nutrients are represented by live characters to emphasize the importance of milk in health maintenance.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$160.00

EATING ON THE RUN, 16mm motion picture. Promotes sensible snacking and alternatives to traditional breakfast.

Alfred Higgins Production
9100 Sunset Blvd.
Los Angeles, CA 90069
$335.00
Loan, State Film Library

FOOD AS A FORCE IN HISTORY: This filmstrip/cassette program covers such topics as: Food as a Political, Economic, Social Force; Historical Incidents Related to Food; American History in Light of the Search for Food; World Food Problems and The Current Food Controversy.

Home Economics School Service
P.O. Box 802
Culvert City, CA 90230-0802
$25.00

FOOD BECOMES YOU, filmstrip and cassette which stresses good nutrition and also introduces energy metabolism and nutrient utilization at the cellular level.

Tupperware Educational Services
Box 2353
Orlando, FL 32802
$19.95

FOOD, ENERGY AND YOU, 1978. 8mm or 16mm color-sound film or videocassette (19 min.), film guide (2 pages). How energy from plant and animal sources of food is converted through the ADP-ATP system to energy for body cells; simplified models of food molecules.

Perennial Education, Inc.
477 Roger Williams
P.O. Box 855
Highland Park, IL 60035
$326.00

FOOD, FADS AND FALLACIES, filmstrips with cassettes (4). These units provide information on food myths, past and present, and the effect they have on our daily lives. The food faddist is discussed and the differences in eating habits worldwide. A healthy diet is defined and why no one food can be defined as "health food."

Walt Disney Education Media Co.
500 S. Buena Vista Street
Burbank, CA 91421
$114.00

AUDIOVISUALS

FOOD FOR LIFE, The Basic Four 4 filmstrips and cassettes. These units discuss the four food groups, and the importance of proper food selection and food handling.

Tupperware Educational Services
Box 2353
Orlando, FL 32802
$19.95

GROWING UP HEALTHY. K-8 nutrition education program designed for use by school food and nutrition personnel. Includes discussion of U.S. Dietary Goals and nutritional needs throughout the life cycle.

Nutrition Education
Georgia Department of Education
Twin Towers, East
205 Butler St., S.E.
Atlanta, GA 30334
Free

HOW A HAMBURGER TURNS INTO YOU. This 16mm motion picture shows how food is changed and processed from its original form into protein and energy.

Perennial Films
P.O. Box 855 Ravinia
Highland Park, IL 60035
$309.00

KEEPING FOODS FIT. A kit of 11 filmstrips which discusses the proper care, storage and freezing of each major type of food. Teachers' guide included.

Tupperware Educational Services
Box 2353
Orlando, FL 32802
$13.50

LABEL IT NUTRITION. A 62-slide/cassette program designed to introduce the nutrition labeling regulations of the Food and Drug Administration. Teachers' guide and student worksheets included.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328

NUTRITION AND EXERCISE. 1980. Kit includes two filmstrips, two cassettes or records, teacher guide with scripts. Basic nutrition information; exercise and athletics; energy expenditure and caloric requirements of three teenagers; adjusting caloric levels.

Sunburst Communications, Inc.
39 Washington Ave.
Pleasantville, NY 10570

NUTRITION FOR TEENAGERS ONLY. A three-part filmstrip/cassette program which describes the major nutritional concerns of teen-agers.

Sunburst Communications, Inc.
39 Washington Ave.
Pleasantville, NY 10570

NUTRITION KNOW-HOW SETS. Set 1, 2 filmstrips and cassettes; Set 2; 2 filmstrips and cassettes. These units provide facts concerning the relationship between food and bodily functions and the roles nutrients play in maintaining, building and repairing the body.

Imperial Educational Resources
19 Marble Avenue
Pleasantville, NY 10570
$60.00

NUTRITION ON THE RUN: SNACKS AND FAST FOODS. The program draws on a survey of high school students' eating habits. Evaluates teenage foods in light of four major nutritional problems—sodium, fats, sugar and calories. Consists of three full-color filmstrips, three audio-cassettes, 30 copies of an 8-page student activity booklet and a teachers' guide.

Guidance Associates
Communications Park
Box 3000
Mount Kisco, NY 10549
$99.50

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AUDIOVISUALS

PUT NUTRITION TO WORK. A set of 5 filmstrips and cassettes with accompanying scripts. (1) Good Nutrition—True or False; (2) Energy Balance—Your Key to Weight Control; (3) Choosing Food for Good Nutrition; (4) Mealtime—Anytime; (5) Eating Out.

Charles A. Bennett Co., Inc.
809 W. Detweiller Drive
Dept. L81
Peoria, IL

READ THE LABEL, SET A BETTER TABLE, Food and Drug Administration, 1974. Available from any regional FDA office. 16mm color-sound film (14 min.). Label information as a guide for making food choices; nutrient groups and their functions.

National Audiovisual Center
Reference Section
General Services Administration
Washington, DC 20409

THE REAL TALKING SINGING ACTION MOVIE ABOUT NUTRITION, 1973. 16mm color-sound film (14 min.) Junior high students creating their own film; nutritional needs of adolescents and physical fitness; personal responsibility for food choices.

Oxford Films
1136 N. Las Palmas Ave.
Los Angeles, CA 90038

SOUP TO NUTS, ten 15-minute videocassettes, teacher's manual. This is a mass media project designed to help students overcome negative attitudes about nutrition. Professional teens enact a series of playlets and present discussions.

Agency for Instructional Television
Box A
Bloomington, IN 47402
$110.00 per cassette

SHOWDOWN AT SWEET ROCK GULCH, filmstrip and cassette. In this unit the "Bad Health Gang" is overcome by weapons that fight dental decay. Useful in support with a dental decay unit.

American Dental Assoc.

$75.00

TRASH TELLS A TALE: STARTLING DATA ABOUT FOOD WASTE, 1977. Forty-eight slides, one cassette, and script, "Food Waste as an Individual Concern" study guide. Causes and environmental concerns of food waste; food patterns among consumers; survey methods on conducting a food waste study.

Audio Visual Resource Center
8 Research Park
Cornell University
Ithaca, NY 14853

VITAMINS FROM FOOD: This 16mm film re-enacts the drama surrounding the discovery of vitamins; explains how the body uses vitamins and suggests the kinds of food sources that will supply all the vitamins we need.

Perennial Education, Inc.
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, IL 60035
$298.00

WATCH YOUR MOUTH, filmstrip/cassette. This unit introduces Nutribird and specifics on the Four Food Groups.

The American Dietetic Association
430 N. Michigan Ave.
Chicago, IL 60611
$14.95

AUDIOVISUALS

WATCH YOUR WEIGHT!, 1979. Kit includes color filmstrip (77 frames), cassette, teacher guide and script (16 pages, eight activity sheets and wall chart). Physical and psychological causes of weight problems; underweight and overweight; personal weight control goals.

Butterick Publishing Co.
P.O. Box 1945
Altoona, PA 16603
$39.00

WHAT'S GOOD TO EAT? This 16mm videocassette film's purpose is (1) to show how the body uses nutrients from food; and (2) to present the Four Food Groups as a reliable pattern for making responsible food choices. Teacher's guide included.

Perennial Education, Inc.
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, IL 60035
$249.00

WHAT'S IN A LABEL?, filmstrip, cassette, teacher's guide and study guide. This kit contains a three part series informing students on the history of labels, non-food labels and food labels.

Avisco Films
P.O. Box 5
Compton, CA 90223
$75.00

WHOLLY COW, motion picture, 16mm, sound, color, teacher's guide. Animated sequence illustrating how food is processed in a cow's four stomachs, and how the nutrients absorbed from the digestive tract are turned into milk. Actual live scenes of cows in a modern milking operation are shown.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$90.00

WHY DOESN'T CATHY EAT BREAKFAST?
WHY NOT SNACK?
Each film is a 16-minute color trigger film used to introduce a topic and to stimulate junior high students to discuss how they would react in the situations depicted in the film. Produced and distributed by the National Dairy Council.

Free loan
Georgia Department of Education
School Food and Nutrition Division
Twin Towers, East
Atlanta, GA 30334

WHY PEOPLE EAT WHAT THEY DO? A filmstrip which presents an overview of the factors which contribute to the development of food habits.

Guidance Associates
Communications Park
Box 300
White Plains, NY 10602
$39.50

YOUR BODY FOR LIFE, a nutrition action program for elementary school. This unit concentrates on the five senses and their relationship to food choice. Also discusses the nutrient groups and their functions in relation to growth and energy.

Tupperware Educational Services
Box 2353
Orlando, FL 32802
$29.95

BOOKS

AMERICAN INDIAN FOOD AND LORE by Carolyn Niethammer. This book contains 150 authentic recipes and explains techniques for making traditional Indian dishes. It gives illustrations and descriptions of the various plants used in the making of the foods.

Home Economics School Service
P.O. Box 802
Culver City, CA 90230-0802
$7.95

APPLE PRESS, newsletter, 8 issues per school year. A newsletter including a basic nutrition message with recipes and other nutrition ideas to be used in the school.

Apple Press
c/o Tami McNally
1404 Sunnymede Ave.
South Bend, IN 46615
$3.00

DUDLEY THE DRAGON, is a cartoon story of how Dudley, a "dental dropout" dragon learns proper tooth care and good snack habits.

American Dental Association
Order Sec CAT 75
211 E. Chicago Ave.
Chicago, IL 60611
$24.40

FOOD FOR LITTLE PEOPLE, A booklet that helps prepare parents, teacher and lunchroom staff to serving nutritious snacks to children. Suggestions and recipes for snacks, and information on learning about foods are included.

City of Berkeley Health Department
Betty Yuen
Nutrition Division
2180 Milvia St.
Berkeley, CA 94704
$2.00

FOOD FOR TODAY. Helen Kowtaluk and Alice Kapan. A basic food and nutrition reference book.

Charles H. Bennett Co., Inc.
Peoria, IL 61614

FOOD-FROM FARM TO TABLE: 1982 Yearbook of Agriculture published by the United States Department of Agriculture. This book has three major sections: Changing Economics of Agriculture, Farm Marketing in a New Environment and Food Buying-Making Decisions.

Available through your State Representative

GOOD FOR ME! ALL ABOUT FOODS IN 32 BITES. Basic nutrition concepts on vitamins and minerals, balancing the diet, snacks and fast foods. Activity ideas are included.

Little, Brown and Co.
34 Beacon St.
Boston, MA 02106
$7.95

GREAT VITAMIN MYSTERY, A booklet that tells the story of a historical tale of discovery of five important vitamins. The roles of all the vitamins and other nutrients are discussed.

National Dairy Council
6300 N. River Rd.
Rosemont, IL 60018
Order #B007
$.70

BOOKS

HELP YOURSELF: CHOICES IN FOOD AND NUTRITION: by Nerome, Norge, W., Judith G. McCleery and Isabel D. Wolf. This book, with an educator's guide, provides information regarding making the very best food choices for the young adult. It is full of news, pictures, recipes, hot topics and helpful tips. It attempts to answer questions about food topics from fitness, to natural foods, to party cooking and beyond.

Maclean Hunter Learning Resources
Butterick Publishing
161 Sixth Avenue
New York, NY 10012

KIDS ARE NATURAL COOKS, This book contains child tested recipes for both home and school use.

Parent's Nursery School
Houghton Mifflin Co.
Order Processing
Wayside Road
Burlington, MA 01803
$6.95

KID'S 50 STATE COOKBOOK, This cookbook contains several selected recipes from each state to reflect the variety of cooking customs and eating habits.

Baker and Taylor
P.O. Box 458
Commerce, GA 30529
$5.88

ME AND FAT GLENDA, A story about two girlfriends. One is overweight and the other is new in town. The story covers the adjustment of the two girls.

Simon and Schuster
P.O. Box 68 Annex
Atlanta, GA 30368
$1.50

MILK, BUTTER AND CHEESE, teacher/children guide that discusses how milk is produced by cows and other milk-giving animals. Also butter, cheese, ice cream and other dairy products are discussed.

Morrow William and Co.
Wilmore Warehouse
6 Henderson Drive
West Caldwell, NJ 07006
$4.95

MORE SCIENCE EXPERIMENTS YOU CAN EAT by Vicki Cobb. By applying some basic principles of science to some familiar foodstuffs, you can learn about the nature of these foods, about how they change—and about how we sense these changes.

J. B. Lippincott Co.
E. Washington Square
Philadelphia, PA 19105
$7.95

THE NO-NONSENSE GUIDE TO FOOD & NUTRITION The Facts for Everyone . . . by the People Who Know by Marion McGill, M.S. and Orrea Pye, Ph.D. This comprehensive, easy-to-understand guide gives clear explanations of what nutrients are, why we need them, where we get them and what happens if we don't get enough. Many other subjects covered, plus easy-to-use charts.

Maclean Hunter Learning Resources
P.O. Box 4381
Grand Central Station
New York, NY 10017

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BOOKS

NUTRITION FOR ATHLETES, 1975. Booklet (56 pages). Nutritional conditioning; nutrition and athletic performance; food myths common among athletes; eating and athletic events; dietary supplements.

American Association of Health, Physical Education, Recreation and Dance
1201 Sixteenth Street, NW
Washington, DC 20036
$4.00

NUTRITION SOURCE BOOK, A reference guide for teachers teaching nutrition education emphasizing the dietary recommendations, and applying nutrients and the food group information to plan daily meals.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$2.00

ONE FAT SUMMER, A children's storybook about an overweight boy that discovers by exercising and cutting down on eating, he can lose a lot of weight. The story covers his reactions and those of his friends to his weight loss.

Harper & Row Publishers, Inc.
Keystone Industrial Park
Scranton, PA 18512
$8.79

PERSONALIZED WEIGHT CONTROL, 1979. Pamphlet (16 pages). Practical suggestions for weight loss and gain.

National Dairy Council
6300 N. River Rd.
Rosemont, IL 60018
$

SCIENCE EXPERIMENTS YOU CAN EAT: This book by Vicki Cobb suggests ways to investigate through experiments in your kitchen the properties of solutions, suspensions, colloids and emulsions; the cooking action of microbes and enzymes; phenomena concerning carbohydrates, fats and proteins. What makes popcorn pop? Experiment and find out!

J. B. Lippincott Company
E. Washington Square
Philadelphia, PA 19105
$7.95

WHAT'S TO EAT? AND OTHER QUESTIONS KIDS ASK ABOUT FOOD, teacher's manual that includes information on food production, transportation and marketing, examining foods around the world and speculates about food in the future. This was the 1979 Yearbook of Agriculture.

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402
$4.50

YOU: A YOUNG MAN'S GUIDE TO FOOD, EXERCISE & NUTRITION. A booklet of information to motivate teenage boys to assume greater personal responsibility for developing themselves physically by practicing good eating habits.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$1.00

YOU: A YOUNG WOMAN'S GUIDE TO FOOD, EXERCISE AND NUTRITION. A booklet of information to help a teenage girl understand the relationship between good eating habits, good physical development and weight control.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$1.00

YOUR FOOD-CHANCE OR CHOICE?, A booklet that is designed for teenagers in making good food choices in order to promote good health and vitality. Also contains a section on low-calorie snacks.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$.45

COMPUTER SOFTWARE

APPLE PIE: This package contains "You Are What You Eat!", "Jumping Jack Flash!", "Grease", "Salty Dog", "Munchies", "Sweet Tooth", and "Food for Thought" in one handy kit. Audience: Junior High and above.

Hardware: Apple II + /IIe; 48K; DOS 3.3; Radio Shack TRS 80 Model III

Dietary Data Analysis
P.O. Box 26
Hamburg, NJ 07419
(201) 764-6677
$229.95 (Also available individually.)

Also available from Nasco
901 Janesville Avenue
Fort Atkinson, WI 53538
1-800-558-9595

COMPUTING YOUR WAY TO BETTER NUTRITION: Five absorbing programs use color graphics, tutorials and quiz formats to teach students about food—its content and nutritional value. Includes: "Cereals", "Chemicals in Foods", "Fast Food", "Food Graph", and "Vitamins".

Hardware: 32K Apple II with Applesoft and DOS 3.3; Apple II Plus; Apple IIe.

Sunburst Communications
Room E8
39 Washington Avenue
Pleasantville, NY 10570
1-800-431-1934

Diskette, backup, teacher's guide
No. 1035-LE $35.00

*Produced by: MECC (titled "Food Facts") Also distributed by Queue (see "Nutrition".)

DIETANAL: Analyzes 24-hour food intake in terms of five food groups and tallies five nutrients: calories, protein, iron, calcium, vitamin A and C. Compares intake to Daily Food Guide and RDA's. If nutrient intake is adequate, program prints list of foods consumed which supplied nutrient. If below 2/3 RDA, program prints list of foods which will furnish more of that nutrient. Audience: Adult

Hardware: Radio Shack Model II Microcomputer; BASIC; Fortran

Jo Ann S. Hilliker
Cooperative Extension Service
128 Funkhouser Bldg.
University of Kentucky
Lexington, KY 40506

FAST FOOD MICRO GUIDE: Select typical meal from menu and computer will print out (to the screen or to the printer) a nutritional analysis of the meal showing calories, what percentage of calories come from fat, protein analysis, vitamin A, B, and C content and amounts of other nutrients. Teaching guide also included to aid in interpretation and study of results. Students learn nutritional decision-making and find out how their typical fast food order stacks up nutritionally. Audience: Junior High and above.

Hardware: Apple II

The Learning Seed
21250 No. Andover Road
Kildeer, IL 60047

$6.00 (disk)

COMPUTER SOFTWARE

FEELING GREAT!: Four color programs designed to give students a better understanding of health maintenance by examining a variety of topics. Background information, worksheets and research projects help students apply lessons to their own lives. "Energy Needs" looks at the average adult in a nonindustrialized non-European culture. In "Heart Attack" students determine their risk of having a heart attack using six factors: age, diet, exercise, heredity, smoking and weight. Students learn the value of nonnutrients as they examine the digestive system of Fred the Robot in "Nutrients—Nonnutrients." "Toxicity" deals with poisons, their lethality and their relationships with food. A list of chemicals is given and used for a question-and-answer segment about toxicity. Audience: Grade 7-Adult.

Hardware: 32K Apple II with Applesoft and DOS 3.3; Apple II Plus; Apple IIe

Sunburst Communications
Room E8
39 Washington Avenue
Pleasantville, NY 10570

Diskette, backup, teacher's guide
No. 1088-LE $39.00

*Produced by MECC (titled "Health Maintenance Volume 1")

GRAB A BYTE: Students work on their own to review nutrition concepts through three game-oriented programs which hold their interest. Can be used in health, home economics, life science or social studies classes, or in instructional centers. Audience: Grades 7-9.

Hardware: Apple II Plus (48K); Apple IIe (64K)

National Dairy Council
Order Department
6300 North River Road
Rosemont, IL 60018-4233

$40.00

NAGING LIFESTYLES: SURVIVAL MATH SKILLS: Three new simulations strengthen basic math skills by involving students in the mathematics of daily life situations. "The Calorie Counter"—Students plan a day's meals appropriate to their individual calorie requirements. The computer then rates the students' menu plans. "Comparison Shopping"—Small groups of students cooperate to buy a week's supply of groceries within the tastes and budget of a family of four. "Budget for Success"—"What's it like after I graduate from high school?" Students make decisions about college, jobs, marriage, children, houses and cars, and then manage their living expenses. Audience: Grade 6-Adult.

Hardware 48K

Sunburst Communications
Room YR 5
39 Washington Avenue
Pleasantville, NY 10570
(800) 431-1934

Diskette, backup, teacher's guide with reproducible worksheets, masters for overhead transparencies and student activities.
No. 1141-YR $49.00

COMPUTER SOFTWARE

NUTRI-BYTES: Three-program quiz game designed to teach nutritional information. Explains diets and disease, food additives and shopping/eating advice.

Hardware: Apple II micros 48K, all CP/M computers with 64K and IBM PC.

Center for Science in the Public Interest
1755 S St. N.W.
Washington, DC 20009
(202) 332-9110

$30.00

NUTRI-QUIZ: To test one's understanding of basic nutrition concepts. Audience: Junior/Senior High-Adult.

Hardware: Apple II; 3.2; 48K; Memory; Applesoft

Carol Byrd-Bredbenner, Ph.D.
202 Human Development Bldg.
Nutrition Department
Pennsylvania State University
University Park, PA 16801
(814) 865-1751

NUTRITION: A tutorial program on basic nutrition facts that will provide your students with accurate information about: basic food groups, daily nutritional requirements, balanced and unbalanced diets and how to modify an unbalanced diet, important nutrition terms, the relationship between activity levels and caloric intake, nutrition labels, seasonal availablity of foods. The student will practice modifying menus to improve nutritional intake. Employs branching at three reading and concept levels from below average ability junior high students to adults.

Hardware: TRS-80 III

Computer Courseware Services
A Division of Changing Times Education Service
300 York Avenue
St. Paul, MN 55101

$55.00 (One Diskette)

NUTRITION: Five programs. "Cereals" uses color graphics to show the sugar content of 64 popular breakfast cereals. "Chemicals in Foods" provides a lesson and quiz on the chemical content of today's foods. "Fast Food" analyzes the nutrient content of items served in fast food restaurants. "Food Graph" shows the nutrient value of common foods, using a bar graph to indicate the percent of recommended daily intake. "Vitamins" is a tutorial and quiz on food and water soluble vitamins.

Hardware: Apple II (32K) with Applesoft and DOS 3.3; Apple II Plus; Apple IIe

Queue
5 Chapel Hill Drive
Fairfield, CT 06432

Georgia Educational Computer Software Library
105 Barrow Hall
University of Georgia
Athens, GA 30602
Attn: David Harnage

Documentation .....$2.00 (GESL)
Apple disk .....$4.50 (GESL)

COMPUTER SOFTWARE

NUTRITION—A BALANCED DIET: Program analyzes various daily diets and compares them to recommended daily allowances. Nutritional data is provided so students may select right foods to make up any deficiencies.

Hardware: TRS-80 Model I or III

Nasco
90 Janesville Ave.
Fort Atkinson, WI 53538
(800) 558-9595

Diskette and teacher's guide
$32.00

RECIPE FILE: Allows user to store any number of recipes in user selected files, recall recipe when needed and alter amounts of ingredients to feed any number desired. Audience: Adult.

Hardware: Apple II or II Plus (Requires 48K and Disk drive) BASIC

Dr. Richard L. Coleman
College of Home Economics
Louisiana Tech University
Ruston, LA 71272
(318) 257-4412

SNACKMASTER: A NIBBLER'S DILEMMA: Each player takes role of "Snackmaster" whose task it is to select between-meal treats for "Snackman". Ten temptations are presented. Selections must lead to lowest possible calorie count, but snacks are presented in random order so luck enters the picture—much as in life. Ten selections totalling less than 1200 calories wins. Computer reveals calorie counts after selections and keeps track of names of students with five lowest scores. Encourages calorie consciousness and staying on balanced diet. Large selection allows for repeated plays. Audience: Junior high and above.

Hardware: TRS-80; Disk

The Learning Seed
21250 No. Andover Rd.
Kildeer, IL 60047

$36.00

SNACKS: To examine the nutrient profiles of several common snacks. Audience: Elementary to Adult.

Hardware: Apple II; 3.2; 48K; Applesoft

Carol Byrd-Bredbenner, Ph.D.
202 Human Development Bldg.
Nutrition Department
Pennsylvania State University
University Park, PA 16802
(814) 865-1751

WATCH YOUR CALORIES!: Counting calories becomes a snap when the computer takes on the job! Two different programs analyze the caloric value of foods. Each program contains the caloric content of over 250 of the most common foods and ingredients for use in its analysis.

Hardware: 16K TRS-80 Model I, III, or 4

Sunburst Communications
Room E8
39 Washington Avenue
Pleasantville, NY 10570
(800) 431-1934

Cassette, teacher's guide
No. 1038-LE $19.95

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COMPUTER SOFTWARE

WHAT DID YOU EAT YESTERDAY?: Diet analysis printed on screen or printer showing excesses and deficiencies. Program's data bank stores hundred of foods and is based on 1980 RDA's and the newly revised food composition values released by USDA from 1980 through 1983. Program is useful as a diet check and teaching aid to help learn what is needed for a balanced diet. Audience: Junior high and above.

Hardware: TRS-80; Disk

The Learning Seed
21250 No. Andover Rd.
Kildeer, IL 60047

$39.00

WHAT I USUALLY EAT: With the aid of colorful graphics, students record daily food choices and receive feedback on the quality of their choices. Individual and class profiles are developed which can be used to measure changes in eating patterns. Audience: Grades 3-6.

National Dairy Council
Order Department
6300 North River Road
Rosemont, IL 60018-4233

Two floppy disks and manual $30.00

*MECC productions available through:
GESL
Georgia Educational Software Library
105 Barrow Hall
University of Georgia
Athens, GA 30602
Attn: David Harnage
(404) 542-3106
GIST 241-3106

COMPUTER SOFTWARE RESOURCES

DISTRIBUTORS

GESL Educational Software Library
105 Barrow Hall
University of Georgia
Athens, GA 30602
Attn: David Harnage
(404) 542-3106
GIST 241-3106

Opportunities for Learning
8450 Lurline Ave.
Chatsworth, CA 91311
(213) 341-2535

Queue Inc.
5 Chapel Hill Drive
Fairfield, CT 06432
(800) 232-2224

Scholastic Inc.
730 Broadway
New York, NY 10003
(800) 325-6149

MAGAZINES

Electronic Learning
Scholastic Inc.
P.O. Box 645
Lyndhurst, NJ 07071-9986

TLC—The Educator's Guide to Personal Computing
Data Learning Tower
P.O. Box 9159
Brea, CA 92621

SOFTWARE DIRECTORIES

Strictly Software
4321 No. 39th Street
Phoenix, AZ 85018
Attn: Nancy Dillon
(602) 955-8138

CURRICULUM/TRAINING GUIDES

CHANGING AMERICAN DIET, teacher's reference guide including information on food habits, nutrition and food consumption. The guide encourages everyone to improve their health by changing their diets.

Center for Science in the Public Interest
1755 S Street NW
Washington, DC 20009
$2.50

CREATIVE FOOD EXPERIENCES FOR CHILDREN, Mary T. Goodwin and Gerry Pollen, a curriculum guide including activities for involving children in food-related experiences. The Basic Food Groups and other foods are studied and cooking experiences with different foods are included.

Center for Science in the Public Interest
1755 S Street NW
Washington, DC 20009
$2.50

F.O.O.D. FOR THOUGHT, A curriculum guide that includes ideas and instructions for nutrition education.

American School Food Service Association
4101 East Iliff Avenue
Denver, CO
$5.00

LADY BUGS AND LETTUCE LEAVES, A curriculum that includes gardening and environmental education components. This guide provides information in the areas of health, nutrition and gardening.

Project Outside/Inside
Somerville Public Schools
81 Highland Ave.
Somerville, MA 02143
$7.00

NUTRITION EDUCATION FOR THE RETARDED CHILD, a Curriculum guide that includes activities and nutrition content on the level of a retarded child.

Child Development Center
University of Tennessee
711 Jefferson Ave.
Memphis, TN 38105
$6.50

NUTRITION IN A CHANGING WORLD, A curriculum guide that will inform young people of the value of foods, sources, and the importance of foods in relation to growth and good health.

The Nutrition Foundation
888 Seventeenth St., NW
Washington, DC 20006
Elementary, 4-6, Unit 1, $6.00
Elementary, 4-6, Unit 2-3, $8.00
Elementary, 4-6, Unit 4-5, $8.00
Elementary, 4-6, Unit 6-8, $8.00

NUTRITION SUPER STARS, A 3 ring teacher's manual that contains activities in lesson plans that integrates nutrition into other subject areas.

Arizona Department of Education
Food and Nutrition Division
1535 N. Jefferson
Phoenix, AZ 85007
$15.00

GAMES

BASIC 4, game designed for 2 to 4 players and requires each player to answer questions correctly on the four food groups.

Nasco
901 Janesville Ave.
Ft. Atkinson, WI 53538
$10.95

THE CALORIE GAME, Spitze, H.T., 1972. Board game. Relationship among calories, nutrients, activity, and energy.

Graphics Co.
P.O. Box 331
Urbana, IL 61801

GOOD LOSER, Game that teaches weight control.

Nasco
901 Janesville Ave.
Ft. Atkinson, WI 53538
$17.50

SOUP'S ON, Game similar to bingo whereby players attempt to balance a diet.

Nasco
901 Janesville Ave.
Ft. Atkinson, WI 53538
$17.50

SUPER SANDWICH, Game whereby the player concocts a sandwich using food providing the daily RDA but within the allowable calories.

Food and Nutrition Information and Educational Material Center
U.S. National Agricultural Library
10301 Baltimore Blvd.
Beltsville, MD 20705
$14.95

WHEELS, Game that teaches information on vitamins and minerals.

Nasco
901 Janesville Ave.
Ft. Atkinson, WI 53538
$17.50

NUTRITION EDUCATION PAPER-PENCIL GAMES. Games used as ice breakers at school food service training workshops, nutrition education classes or any health education meeting.

Food & Nutrition Information and Educational Material Center
U.S. National Agricultural Library
10201 Baltimore Blvd.
Beltville, MD 20705
free loan

VISUALS

FOOD MODELS, 146 full-color photographic, life size models, die cut. A variety of daily meals, snacks and standard sizes are included in this unit. Cultural foods are included. The food values and their contribution to the U.S. RDAs are printed on the back.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$9.00 lg. set

FOOD REPLICAS, 30 food replicas, display cards, carrying case. The tough, vinyl composition can be used in the application of sauces. *American Foods of the South.* Portion sizes are based on the ADA exchanges. These replicas can be used in teaching dieting and weight control.

Nasco West
Box 3837
Modesto, CA 94352
$126.50

COMPARISON CARDS, 60 cards, teacher's guide, spirit duplicating masters. This set of cards consists of a series of colorful bar graphs illustrating the nutrient content of popular foods. The graphs are based on the contribution of nutrients according to the U.S. RDA used in labeling.

The Dairy and Food Nutrition Council
5825 Glenridge Dr., NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$7.50

WHAT DID YOU HAVE FOR BREAKFAST THIS MORNING?, poster, depicting youngsters from different ethnic groups. A teacher's guide tells about food habits from the countries of the children pictured.

The Dairy and Food Nutrition Council
5825 Glenridge Drive, NE
Bldg. 1, Suite 108
Atlanta, GA 30328
$.90, poster
$.70, teacher's guide

YOUR SNACKS: CHANCE OR CHOICE? Poster, teacher guide, and a mini-poster with teacher guide. These posters show a variety of nutritionally sound snack choices.

Address same as above poster, teacher guide, mini-poster, teacher guide,
$.65

TEACHER/LIBRARY
REFERENCE MATERIALS

RECOMMENDED BASIC NUTRITION RESOURCE BOOKS

Brown, F. 1981, *Living, Learning, Eating: Decisions We Make,* Training Manual, State Department of Education, Nutrition Education Training Program, Atlanta, GA

Briggs, G.M. and D.H. Calloway, 1984. *Bogert's Nutrition and Physical Fitness,* 11th edition. Philadelphia, PA: W.B. Saunders Co.

Chaney, M., M. Ross and J. Witschi. 1979. *Nutrition,* 9th edition. Boston: Houghton Mifflin Co.

Deutsch, R.M. 1976. *Realities of Nutrition,* Palo Alto, CA: Bull Publishing Co.

Fleck, H. 1981. *Introduction to Nutrition,* 4th edition. New York: Macmillan Publishing Co., Inc.

Guthrie, H. 1983. *Introduction to Nutrition,* 5th edition. St. Louis, MO: The C.V. Mosby Co.

Hamilton, E. and E. Whitney. 1982. *Nutrition Concepts and Controversies,* 2nd edition. St. Paul, MN: West Publishing Co.

Kowtaluk, H. 1980. *Discovering Nutrition,* Peoria, IL: Chas. A. Bennett Co., Inc.

Kreutler, P.A. 1980. *Nutrition in Perspective.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Labuza, T. and A.E. Sloan. 1979. *Contemporary Nutrition Controversies.* St. Paul, MN: West Publishing Co.

Long, P. and B. Shannon. 1983. *Focus on Nutrition.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Martin, E.A. and V. Beal. 1978. *Roberts' Nutrition Work with Children,* 4th edition. Chicago: The University of Chicago Press.

Martin, E.A. 1971. *Nutrition in Action,* 3rd edition. New York: Holt, Rinehart and Winston, Inc.

McWilliams, M. 1975. *Nutrition for the Growing Years.* New York: John Wiley & Sons, Inc.

Pennington, J. and H. Church. 1980. *Bowes and Church's Food Values of Portions Commonly Used,* 13th edition. Philadelphia: J.B. Lippincott Co.

Reed, P.B. 1980. *Nutrition: An Applied Science.* St. Paul, MN: West Publishing Co.

Robinson, C. 1978. *Fundamentals of Normal Nutrition.* New York: Macmillan Publishing Co.

Scheider, W. 1983. *Nutrition: Basic Concepts and Applications.* New York: McGraw-Hill Book Co.

Stare, F. and M. McWilliams. 1981. *Living Nutrition,* 3rd edition. New York: John Wiley and Sons, Inc.

USDA. 1979. *What's to Eat?* 1979 Yearbook of Agriculture. Washington, D.C.: Superintendent of Documents.

USDA. 1981. *Will There Be Enough Food?* 1981 Yearbook of Agriculture. Washington, D.C.: Superintendent of Documents.

USDA. 1982. *Food—From Farm to Table.* 1982 Yearbook of Agriculture. Washington, D.C.: Superintendent of Documents.

Whitney, E. and M. Hamilton. 1984. *Understanding Nutrition,* 3rd edition. St. Paul, MN: West Publishing Co.

Williams, E.R. and M. Caliendo. 1984. *Nutrition: Principles, Issues and Applications.* New York: McGraw-Hill Book Co.

Wilson, E., K. Fisher and P. Garcia. 1979. *Principles of Nutrition,* 4th edition. New York: John Wiley and Sons, Inc.

Worthington-Roberts, B.S. 1981. *Contemporary Developments in Nutrition.* St. Louis, MO: The C.V. Mosby Co.

RECOMMENDED NUTRITION JOURNALS AND PERIODICALS

Chow Times, published by Office of Nutrition, Division of Public Health, Georgia Department of Human Resource, Twin Towers, East, 12th, Atlanta, GA 30334. Free.

Consumer Reports, Consumers Union of the United States, Inc., 256 Washington Street, Mount Vernon, NY 10550, monthly, $11.00 per year.

Dairy Council Digest, published six times per year by the National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018-4233.

FDA Consumer, Food and Drug Administration. Order from Government Printing Office, Washington, DC 20402, monthly, $8.55 per year.

Family Health, Family Health Magazine, 149 5th Avenue, New York, NY 10010, monthly, $5.97 per year.

Journal of Nutrition Education, published quarterly by the Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, CA 94704, $12.00 per year.

Nutrition Today, published bi-monthly by Nutrition Today Society, Director of Circulation, Box 1829, Annapolis, MD 21404, $3.00 per copy.

Nutrition News, published four times annually by the National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018-4233, $2.50 per year. Provides research and nutrition education ideas.

School Foodservice Journal, published ten times per year by American School Food Service Association, 4101 East Iliff Avenue, Denver, CO 80222, $20.00 per year.

ADDRESSES
OF
COMMERCIAL/PROFESSIONAL
AND
GOVERNMENTAL AGENCIES

COMMERCIAL OR TRADE ORGANIZATIONS

American Bakers Assoc.
Public Relations Dept.
1700 Pennsylvania Avenue
Suite 560
Washington, DC 20056

American Dry Milk Institute
130 North Franklin Street
Chicago, IL 60606

American Egg Board
1460 Renaissance Drive
Suite 301
Park Ridge, IL 60068

American Institute of Baking
P.O. Box 1148
Manhattan, KS 66502

American Meat Institute
P.O. Box 3556
Washington, DC 20007

Baker/Beech-Nut Corporation
Canajoharie, NY 13317

Best Foods
International Plaza
Englewood Cliffs, NJ 07632

Borden, Inc.
Consumer Service Dept.
50 West Broad Sreet
Columbus, OH 54215

California Prune Advisory Board
World Trade Center
San Francisco, CA 94111

California Raisin Advisory Board
P.O. Box 5172, Dept. HE
Fresno, CA 93755

California Strawberry Advisory Board
P.O. Box 269
Watsonville, CA 95072

Campbell Soup Company
Home Economics Dept.
Campbell Place, Box 391
Camden, NJ 08101

Carnation Company
Carnation Food Services Center
5049 Wilshire Boulevard
Los Angeles, CA 90036

Cereal Institute
135 S. LaSalle St.
Chicago, IL 60603
or
111 Plaza Drive, Suite 720
Schaumburg, IL 60195

Chiquita Brands
Consumer Services
Prudential Center
Boston, MA 02199

Community Nutrition Institute
1146 19th Street, NW
Washington, DC 20036

Dannon Milk Products
22-11 38th Avenue
Long Island City, NY 01101

Del Monte Corporation
Consumer Services Department
P.O. Box 3575
San Francisco, CA 94119

Denmark Cheese Association
280 Park Avenue
New York, NY 10017

Dole Products
Consumer Services
50 California Street
San Francisco, CA 94111

Florida Citrus, Dept. of
P.O. Box 148
Lakeland, FL 33802

R.T. French Company
1 Mustard Street
Rochester, NY 14609

General Foods Corporation
250 North Street
White Plains, NY 10625

COMMERCIAL OR TRADE ORGANIZATIONS

Gerber Products
Department of Nutrition
445 State St.
Fremont, MI 49412

General Mills, Inc.
12 South 6th Street
P.O. Box 1113
Minneapolis, MN 55440

Green Giant Company
5601 Green Valley Drive
Minneapolis, MN 55437

H.J. Heinz Company
Marketing Division
P.O. Box 57
Pittsburgh, PA 15230

Hunt-Wesson Foods
Educational Services
1645 West Valencia Drive
Fullerton, CA 92634

International Apple Institute
2430 Pennsylvania Ave., NW
Washington, DC 20037

Kansas Wheat Commission
Foods & Nutrition Division
1021 North Main Street
Hutchinson, KS 67501

Kellogg Company
Home Economics Services
215 Porter Street
Battle Creek, MI 49016

Kraft Foods
Educational Department
500 Peshtigo Court
P.O. Box 6767
Chicago, IL 60680

The Kroger Company
Consumer Affairs
1014 Vine Street
Cincinnati, OH 45201

Libby, McNeil & Libby
Director of Home Economics
200 South Michigan Avenue
Chicago, IL 60604

Thomas J. Lipton, Inc.
Lipton Kitchens
800 Sylvan Avenue
Englewood Cliffs, NJ 07632

McDonald's Corporation
Box 2594
Chicago, IL 60690

Morton Salt
110 North Wacker Drive
Chicago, IL 60606

Manufacturing Chemists' Assoc.
1825 Connecticut Avenue, NW
Washington, DC 20009

Nabisco
425 Park Avenue
New York, NY 10022

National Canners Assoc.
1133 20th Street, NW
Washington, DC

National Dairy Council
6300 N. River Road
Rosemont, IL 60018

National Livestock & Meat Board
444 N. Michigan Avenue
Chicago, IL 60611

National Macaroni Institute
P.O. Box 336
Palatine, IL 60067

National Oats Co.
1515 Avenue, NE
Cedar Rapids, IO 52402

National Peanut Council
Communications Division
One Illinois Center
111 East Wacker Drive
Chicago, IL 60601

National Pork Products Council
4715 Grand Avenue
Des Moines, IA 50312

North Dakota State Wheat Commission
P.O. Box 956
Bismarck, ND 58501

COMMERCIAL OR TRADE ORGANIZATIONS

Oscar Mayer & Company
Research Department
Nutrition Section
P.O. Box 1409
Madison, WI 53701

Pantry Pride Supermarkets
District Division
11th and Pattison Avenues
Philadelphia, PA

Pepperidge Farm, Inc.
Public Relations Dept.
542 Westport Ave.
Norwalk, CT 06856

PET Incorporated
Office of Consumer Affairs
Grocery Products Division
400 South Fourth Street
St. Louis, MO 63166

Pillsbury Company
Department of Nutrition
840C Pillsbury Building
Minneapolis, MN 55402

The Potato Board
1385 South Colorado Blvd.
Suite 512
Denver, CO 80222

Procter and Gamble Company
Educational Service Department
301 East 6th Street
P.O. Box 599
Cincinnati, OH 45241

The Quaker Oats Company
Home Economics Department
Merchandise Mart Plaza
Chicago, IL 60654

Ralston Purina Company
Consumer Services
Checkerboard Square
St. Louis, MO 63188

Standard Brands Incorporated
Educational Service
P.O. Box 2695 Grand Central Station
New York, NY 10017

Stokely-Van Camp, Inc.
Home Economics Department
941 North Meridian
Indianapolis, IN 46206

The Sugar Association, Inc.
1511 K Street, NW, Suite 1017
Washington, DC 20005

Sunkist Growers, Inc.
Dept. 76-FM, Box 7888
Van Nuys, CA 91409

Swift and Company
Consumer Services
1919 Swift Drive
Oak Brook, IL 60521

Tupperware Educational Services
P.O. Box 2353
Orlando, FL 32802

United Fresh Fruit & Vegetable
Association
Consumer Affairs
727 North Washington St.
Alexandria, VA 22314

Washington State Apple Commission
511 2nd West Street
Seattle, WA 98119

Weight Watchers International, Inc.
800 Community Drive
Nanhasset, NY 11030

Western Growers Association
Consumer Service Dept.
3091 Wilshire Boulevard
Los Angeles, CA 90005

Western Iceberg Lettuce
P.O. Box 9123
San Francisco, CA 94129

Wheat Flour Institute
114 East Jackson Boulevard
Chicago, IL 60604

Vitamin Information Bureau, Inc.
664 N. Michigan Ave.
Chicago, IL 60611

EDUCATIONAL MATERIALS AND TEACHING AIDS

AIMS Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, CA 90028

Alfred Higgins Production, Inc.
9100 Sunset Boulevard
Los Angeles, CA 90069

Appleton-Century-Crofts Educational Div.
Meredith Corporation
440 Park Ave. South
New York, NY 10016

Association Films
5797 New Peachtree Road
Atlanta, GA 30340

Association Instructional Materials
866 Third Avenue
New York, NY 10022

Cornell University
Division of Nutritional Sciences
Media Services
B-10 Martha Van Rennsselaer Hall
Ithaca, NY 14853

Creative Education Society
123 S. Broad Street
P.O. Box 227
Mankato, MN 56001

Didactron
P.O. Box 1501
Ann Arbor, MI 48106

Education Today Company, Inc.
530 University Avenue
Palo Alto, CA 94301

Educational Activities, Inc.
1937 Grand Avenue
Bladwin, NY 11510

Encore Visual Education, Inc.
1235 S. Victory Boulevard
Burbank, CA 91502

Environments, Inc.
P.O. Box 1348
Beaufort Industrial Park
Beaufort, SC 29902

Family Circle Magazine
c/o Betty Stack
488 Madison Avenue
New York, NY 10022

Graphics Company
P.O. Box 331
Urbana, IL 61801

Guidance Associates
757 Third Avenue
New York, NY 10017

The Instructo Corp.
159 Cedar Halcon Rd.
Paoli, PA 19301

Illinois Teacher
351 Education Building
University of Illinois
Urbana, IL 61801

Industry Council for Nutrition Education
ICNE Post Office Box 3094
San Francisco, CA 94119

Iowa State University
Publications Distribution
Printing and Publications Building
Ames, IA 50011

JC Penney Co., Inc.
Education Relations Dept.
1301 Avenue of the Americas
New York, NY 10017

Journal Films
930 Pitner
Evanston, IL 60202

Judy Company
250 James St.
Morristown, NY 07960

The Diet Teaching Programs, Inc.
P.O. Box 18014
Wichita, KS 67218
(For audio-visual materials)

League for International Food Ed.
1155 Sixteenth Street, NW
Washington, DC 20036

EDUCATIONAL MATERIALS AND TEACHING AIDS

McGraw-Hill Films, Dept BB
1221 Avenue of the Americas
New York, NY 10020

McGraw Hill Book Co.
Educ. Games & Aids Division
330 West 42nd Street
New York, NY 10042

MacMillan Publishing Co., Inc.
Front and Brown Street
Riverside, NJ 08075

Marsh Film Enterprises, Inc.
P.O. Box 8082
Shawnee Mission, KS 66208

Modern Talking Picture Service, Inc.
4705-F Bakers Ferry Road, SW
Atlanta, GA 30336

Montclair State College
Nutrition Education Service Center
Upper Montclair, NJ 07043

National Dairy Council
6300 N. River Road
Rosemont, IL 60018

The National Foundation March of Dimes
1275 Mamaroneck Avenue
White Plains, NY 10605

National Health Systems
P.O. Box 1501
Ann Arbor, MI 48106

Perennial Education, Inc.
477 Roger Williams
P.O. Box 855, Ravinia
Highland Park, IL 60035

Polished Apple
3742 Seaborn Drive
Malibu, CA 90265

Public Affairs Pamphlets
381 Park Avenue, S
New York, NY 10016

The Society for Nutrition Education
National Nutrition Education Clearing House
21140 Shattuck Avenue, Suite 1110
Berkeley, CA 94704

State of Florida
Department of Citrus
P.O. Box 148
Lakeland, FL 33802

Teaching Concepts, Inc.
230 Park Ave.
New York, NY 10017

Vitamin Information Bureau
664 N. Michigan Avenue
Chicago, IL 60611

Walt Disney Educational Media Co.
500 S. Buena Vista Street
Burbank, CA 91521

FEDERAL AGENCIES

Children's Bureau
U.S. Dept. of Health, Education, and Welfare
Washington, DC 20203

Consumer Information Center
Department Q
Pueblo, CO 81009

Food & Nutrition Information & Education
Resources Center (FNIERC)
National Agricultural Library
Room 304
Beltsville, MD 20705
(301) 344-3719

Photo Lab, Inc.
3825 Georgia Avenue, NW
Washington, DC 20011

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

U.S. Dept. of Agriculture
Agricultural Research Service
Public Service Unit
Information Division
Hyattsville, MD 20782

U.S. Dept. of Agriculture
Food & Nutrition Service
Nutrition and Technical Services Staff
Room 556, 500 12th Street, SW
Washington, DC 20250

U.S.D.A.
Nutrition Program
Consumer and Food Economics Division
Agricultural Research Service
Hyattsville, MD 20782

U.S. Food and Nutrition Services
School Programs Division
Room 4122 Auditor's Building
201 Independence Ave., SW
Washington, DC 20250

U.S. Dept. of Health and Human Services
Public Health Service
Food and Drug Administration
Office of Professional and Consumer Programs
5600 Fishers Lane
Rockville, MD 20852

Regional Offices of Federal Agencies
Food and Drug Administration
880 W. Peachtree Street, NW
Atlanta, GA 30309
(404) 526-5329
(404) 881-7355

Regional Nutrition Consultant
Operation Branch
PHS/HEW/Division of Health Services
50 Seventh Street, Room 819
Atlanta, GA 30323
(404) 526-2063

U.S. Dept. of Agriculture
Food and Nutrition Service
Room 200, 110 Spring Street, NW
Atlanta, GA 30309
(404) 881-4028

Georgia Cooperative Extension Service
College of Agriculture
University of Georgia
Athens, GA 30601
(404) 542-7521

PROFESSIONAL ASSOCIATIONS AND FOUNDATIONS

American Academy of Pediatrics
Box P
P.O. Box 1034
Evanston, IL 60204

American Dental Association
Order Section, CAT 76
211 East Chicago Avenue
Chicago, IL 60611

American Diabetes Association
1 West 48th Street
New York, NY 10020

American Dietetic Association
430 North Michigan Avenue
Chicago, IL 60611

American Heart Association
44 E. 23rd St.
New York, NY 10010

American Home Economics Assoc.
Division of Public Affairs
2010 Massachusetts Avenue, NW
Washington, DC 20036

American Institute of Nutrition
9650 Rockville Pike
Bethesda, MD 20014

American Medical Association
Council of Foods and Nutrition
535 North Dearborn Street
Chicago, IL 60610

American Public Health Association
1015 Eighteenth, NW
Washington, DC 20005

American School Food Service Assoc.
4101 East Iliff Avenue
Denver, CO 80210

Association for Childhood Education International
3615 Wisconsin Avenue, NW
Washington, DC 20016

Center for Science in the Public Interest
1755 South Street, NW
Washington, DC 20009

Children's Foundation
1420 New York Avenue, NW
Suite 800
Washington, DC 20005

Food Protein Council
1800 M Street, NW
Washington, DC 20036

Institute of Food Technologists
221 North LaSalle Street
Suite 2120
Chicago, IL 60601

National Academy of Science
Food and Nutrition Board
2101 Constitution Avenue, NW
Washington, DC 20418

The National Foundation
March of Dimes
1275 Mamaroneck Ave.
White Plains, NY 10605

National Nutrition Consortium
P.O. Box 4110
1635 P Street, NW
Suite 1
Washington, DC 20036

The Nutrition Foundation, Inc.
Office of Education and Public Affairs
888 17th Street, NW
Washington, DC 20006

Nutrition Today Society
703 Giddings Avenue
Annapolis, MD 21401

Public Affairs Pamphlets
281 Park Ave.
New York, NY 10016

Society for Nutrition Education
2140 Shattuck Avenue, Suite 1110
Berkeley, CA 94704

STATE GOVERNMENT AGENCIES

State Home Economics Supervisor ..... Frances King
Georgia Department of Education (404) 656-2545
1770 Twin Towers East GIST 221-2545
Atlanta, Georgia 30334

Georgia School and Community Nutrition Services ..... Annette Bomar
Georgia Department of Education (404) 656-2457
1658 Twin Towers East GIST 221-2457
Atlanta, Georgia 30334

Office of Aging ..... (404) 894-5333
Georgia Department of Human Resources GIST 222-5333
878 Peachtree Street NE
Atlanta, Georgia 30309

Office of Nutrition ..... Frances H. Cook
Georgia Department of Human Resources (404) 894-7600
878 Peachtree Street NE GIST 222-7600
Atlanta, Georgia 30309

GEORGIA AFFILIATES OF PROFESSIONAL ORGANIZATIONS

American Diabetes Association
Georgia Affiliate, Inc.
1447 Peachtree Street, NW
Atlanta, GA 30032
(404) 881-1963

Georgia Dental Association
950 West Peachtree Street
Atlanta, GA 30309
(404) 881-1205

Georgia Dietetic Association
Executive Office
5019 Mount Claire Road
Stone Mountain, GA 30081
(404) 939-7559

Georgia Heart Association
Broadview Plaza, Level C
2581 Piedmont Road, NE
Atlanta, GA 30324
Attn: School Program Coordinator
(404) 261-2260 Ext. 26

Georgia School Food Service Assoc.
Executive Office
3951 Snapfinger Parkway, Suite 350
Decatur, GA 30035
(404) 289-2283

The Juvenile Diabetes Foundation,
Atlanta Chapter
551 Pharr Road, NE
Atlanta, GA 30317
(404) 237-7571

STATE AND REGIONAL FOOD COMMODITY COMMISSIONS

Georgia Peanut Commission 110 East Fouth Street P.O. Box 967 Tifton, GA 31794	Marilyne Hubert (912) 386-3470
Dairy and Food Nutrition Council of the Southeast, Inc. 5825 Glenridge Drive, NE Building #1, Suite 108 Atlanta, GA 30328	Martha Radford (404) 252-8562
Dairy and Food Nutrition Council of the Southeast, Inc.—*Regional* 2966 Riverside Drive, Suite 102-B Macon, GA 31204	Barbara Gibson (912) 477-8096
3857 Rose Lane Building 2, Suite 5 Martinez, GA 30907	Tina S. Ward (404) 860-5578
112 North Main Street Moultrie, GA	Judy Beasley (912) 985-6350
2206 Camille Drive Columbus, GA 31906	Beth McGee (404) 327-1795
5002 Paulsen Street P.O. Box 23072 Savannah, GA 31403	Kyle Smith (912) 354-0375
Georgia Egg Commission 16 Forest Parkway Forest Park, GA 30050	(404) 363-7661